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ABSTRACT

During Spring 1982, a follow-up to the Spring 1980 national survey of General Educational Development (GED) examinees was conducted to determine which GED examinees enrolled in postsecondary educational programs, the types of programs selected, and if there were differences between the GED examinees who enrolled and those who did not. Variables examined included age, gender, highest level of education achieved prior to taking the GED tests, occupation at the time of taking the GED tests, current occupation, successful diploma achievement, and opinions about postsecondary education. Examinees were also asked about the granting of academic credit for extrainstitutional learning at the institutions attended. The results showed that the largest percentage of enrollments was in community or junior colleges, the smallest is four-year colleges or universities. Trade schools, technical schools, and apprenticeship programs had similar enrollment percentages. There were fewer enrollments reported in programs that awarded academic credit for extrainstitutional learning. Examinees in the late-30s age group had a high percentage of enrollments in technical schools and apprenticeship programs. There was a higher percentage of women in four-year colleges or universities. Nonenrollees varied from enrollees on opinion statements dealing with the ease of admission to postsecondary programs and the concept of universal postsecondary education. The concept of academic credit for extrainstitutional learning was positively received, as was the idea of postsecondary information centers associated with GED testing centers. The survey instrument is appended. (Author/KC)

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AFTER THE GED TESTS:

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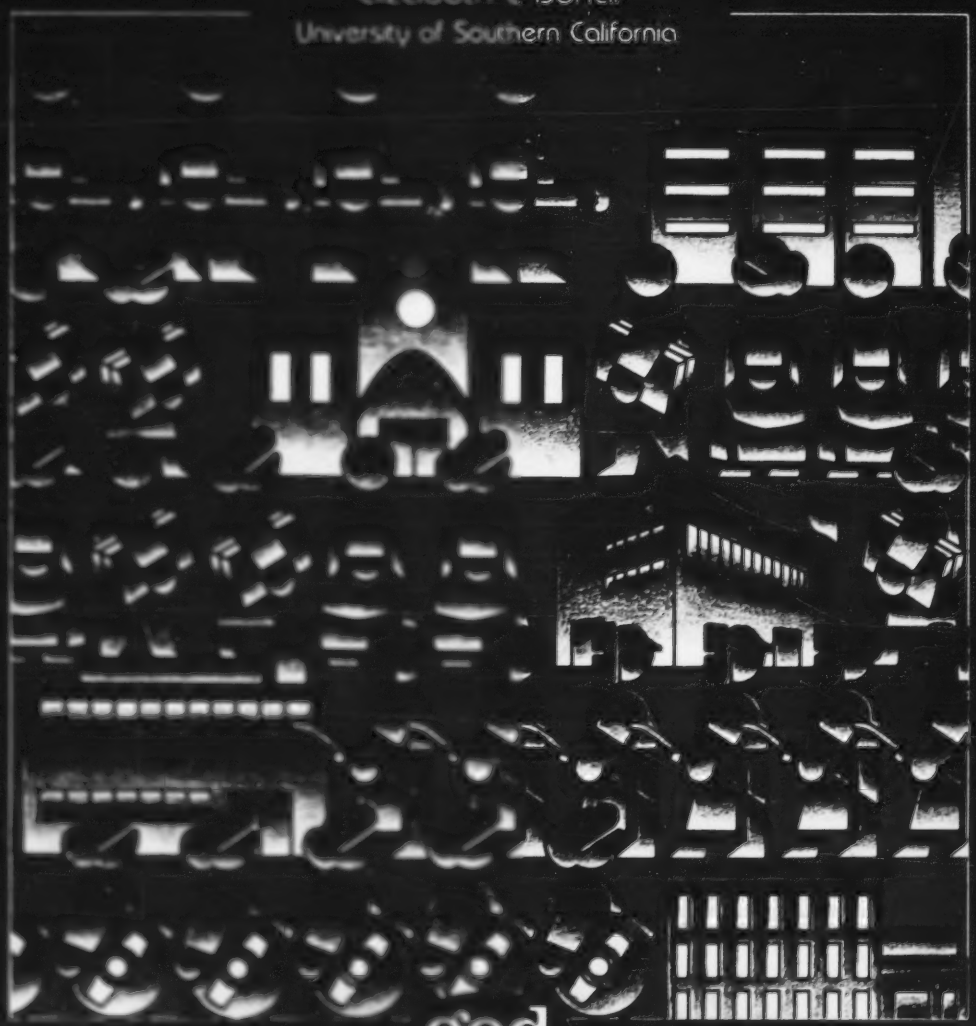

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GED TESTING SERVICE
RESEARCH STUDIES, NUMBER 5
SEPTEMBER 1983

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The Office on Educational Credit and Credentials is a part of ACE's Division of Academic Affairs and Institutional Relations. The role of the office and its policy-making and advisory arm, the Commission on Educational Credit and Creditials, is to provide services that will help institutions award credit for extrainstitutional learning while maintaining academic standards. The GED testing program is one of six major, continuing programs of the office.

The GED testing program began in 1942 with the development of a battery of tests for United States military personnel who had not completed their high school studies. Today, through the GED Testing Service of the American Council on Education, the tests are administered in all fifty states, in many Canadian provinces, and in the U.S. commonwealths and territories. The GED testing program has offered millions of adults a "second chance" by enabling them to demonstrate that they have many of the skills they would have acquired had they been able to remain in high school.

Acknowledgments

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Copies of this report are available for $3.50 (prepaid) from the GED Testing Service (Research and Development), American Council on Education, One Dupont Circle, Suite 20, Washington, D.C. 20036.

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Abstract

During Spring 1982, a follow-up to the Spring 1980 national survey of GED examinees was conducted to determine which GED examinees enrolled in postsecondary educational programs, the types of programs selected, and if there were differences between the GED examinees who enrolled and those who did not. Variables examined included age, gender, highest level of education achieved prior to taking the GED Tests, occupation at the time of taking the GED Tests, current occupation, successful diploma achievement, and opinions about postsecondary education. Examinees were also asked about the granting of academic credit for extrainstitutional learning at the institutions attended.

The largest percentage of enrollments was in community or junior colleges, the smallest in four year colleges or universities. Trade schools, technical schools, and apprenticeship programs had similar enrollment percentages. There were fewer enrollments reported in programs which awarded academic credit for extrainstitutional learning.

Examinees in their late 30's had a high percentage of enrollments in technical schools and apprenticeship programs. There was a higher percentage of women in four year colleges or universities. Nonenrollees varied from enrollees on opinion statements dealing with the ease of admission to postsecondary programs and the concept of universal postsecondary education. The concept of academic credit for extrainstitutional learning was positively received, as was the idea of postsecondary information centers associated with GED Testing Centers.

Introduction

The desire to qualify for admission to postsecondary educational programs has been one of the primary motivations cited by individuals who take the Tests of General Educational Development (GED). Because GED examinees have chosen to complete a high school education by means of examination rather than by classroom attendance, and educational admission requirements have been repeatedly cited as the motivation for this means of diploma achievement, questions have been raised about GED examinees who pursue postsecondary education and the postsecondary programs these examinees select. Do these examinees actually pursue the stated goal of postsecondary education? If so, what are the characteristics of the programs selected? Are the examinees drawn to institutions which award credit for extrainstitutional, or nontraditional, learning? Are there any characteristics which would identify an examinee as more likely to enroll in a postsecondary program?

During Spring 1980, the General Educational Development Testing Service (GEDTS) conducted a nationwide survey to determine the characteristics of individuals who take the GED Tests; to emphasize the wide range of experiences of the examinees; to explain the relationships between test scores and age, gender, and methods of preparation for the exams; and to accumulate statistical data and information that would be helpful in the preparation for future GED Tests (Malizio and Whitney, 1981). Nearly 30% of the examinees indicated that an educational admission requirement was a primary reason for taking the GED Tests. This finding was similar to the 28% of examinees who responded to the Committee on the Evaluation of the Tyler Fact-Finding study in 1954 that their primary reason for taking the GED Tests was to qualify for further education. Cervero and Peterson (1982) indicated that 73% of the GED examinees contacted in a follow-up to the Malizio and Whitney study expected that taking the GED Tests would help them in being admitted to an educational institution and 51% reported that taking the GED tests had helped them gain admittance to an educational institution. Cervero and Peterson further reported that of 458 completed surveys, 50% had indicated application to an educational or training program and that 47% had participated in educational or training programs in the 24 months following testing.

The purpose of this study was to follow-up examinees who participated in the Spring 1980 national survey. Approximately 20% of the examinees (1,845) who had indicated a willingness to participate in a follow-up study were randomly selected. A four-page survey was mailed to each (See Appendix 1) during February, 1982. A second mailing to non-respondents was conducted during March, 1982. There were 647 responses (35%), 404 (22%) were returned as nondeliverable (e.g., inaccuracies in mailing addresses or moves without forwarding addresses currently on file).

Replication of Sample. The characteristics of the respondents to this survey were very similar to the characteristics of the respondents to the Spring 1980 survey on age, gender, highest level of education achieved prior to taking the GED Tests, occupation at the time of taking the GED Tests, and reason for taking the GED Tests. The following were exceptions: (a) occupation—there were approximately three percent more in the laborer and operative categories of the 1982 respondents, (b) highest level achieved prior to taking the GED Tests—approximately four percent fewer had completed ninth grade; about four percent more had completed the eleventh grade in the target population. All variations

were less than five percent for the factors considered; therefore, the responses to the Spring 1982 survey can be considered representative of the respondents to the Spring 1980 survey.

Respondents were categorized according to enrollment or nonenrollment in postsecondary programs to determine if there were differences in group perceptions of postsecondary educational programs or perceptions of the GED Testing Program. The specific group characteristics considered were age, gender, highest level of education achieved prior to taking the GED Tests, occupation at the time of taking the GED Tests, and current occupation. Successful completion of the GED Tests was also examined for impact upon enrollments and attitudes.

Respondents who reported enrollment were asked about the credit granting practices of the institutions attended. Was credit being awarded for life experience, on-the-job training and/or military training? Because credit for extrainstitutional learning would mean decreased classroom time and because Cangialosi (1981) has reported that "one or more opportunities exist on nearly every campus for enrolled and would-be students to obtain formal recognition (academic credit) for their extrainstitutional learning experiences" (p. 42), it was expected that there would be higher enrollments where credit was awarded for these nontraditional learning experiences. Better than 40% of the institutions responding to Cangialosi's survey indicated using the *National Guide to Credit Recommendations for Noncollegiate Courses*, more than 75% reported using *The Guide to the Evaluation of Educational Experiences in the Armed Services* as a basis for making credit awards, and almost 96% of the institutions reported granting credit by examination. Based on institutional reports, numerous opportunities for awarding academic credit for nontraditional learning experiences exist.

Postsecondary Enrollment

Of the 647 respondents, 57 (9%) indicated current full-time enrollment, 53 (8%) indicated current part-time enrollment, and 210 (32%) reported student status at some time between May of 1980 and the survey. Examinees were asked to describe the types of educational institutions or programs attended since May of 1980. Responses, by percentage of total enrollments, are shown in Table 1.

In sharp contrast to the expectation of higher enrollments in institutions which grant academic credit for extrainstitutional learning, of the 320 respondents who reported postsecondary enrollments, only 17% reported that the institution attended awarded credit for life experience, 24% reported the awarding of credit for on-the-job training, and 7% reported the awarding of credit for military training. Because the question addressed the credit granting practices of the institutions attended, and not whether the individual had been awarded such credit, the self report of the postsecondary institutions and the perceptions of these enrollees conflict.

TABLE 1. Postsecondary Enrollment of GED Examinees

	Number	Percent of Enrollments
Community or Junior College	101	28
Four Year College or University	22	6
Technical School	61	17
Trade School	48	13
Apprenticeship or On-the-Job Training	58	16
Other	70	19
Total	360	99

Percent does not equal 100 due to rounding.

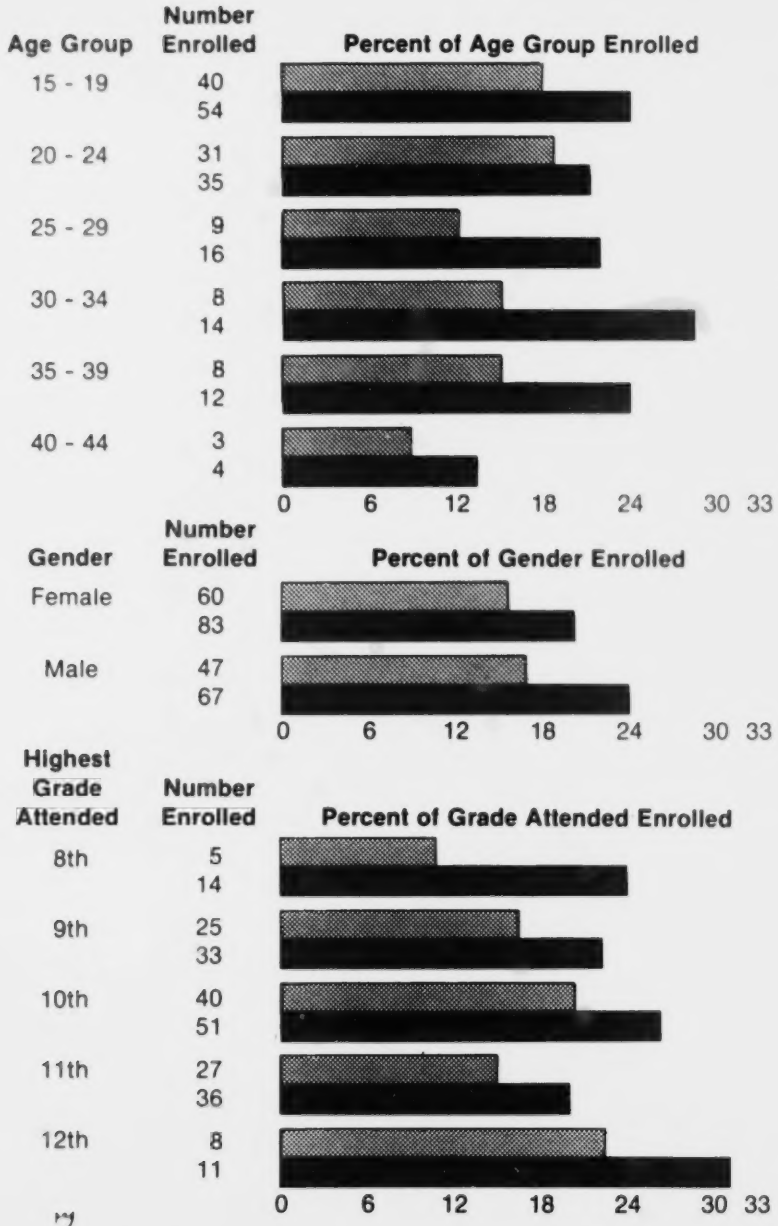
The concept of advanced placement for college courses is relatively new to the academic community. Until the 1950's colleges progressed toward work of greater difficulty by requiring that the prerequisite course work be taught in the high school classroom. Brubacher and Rudy report:

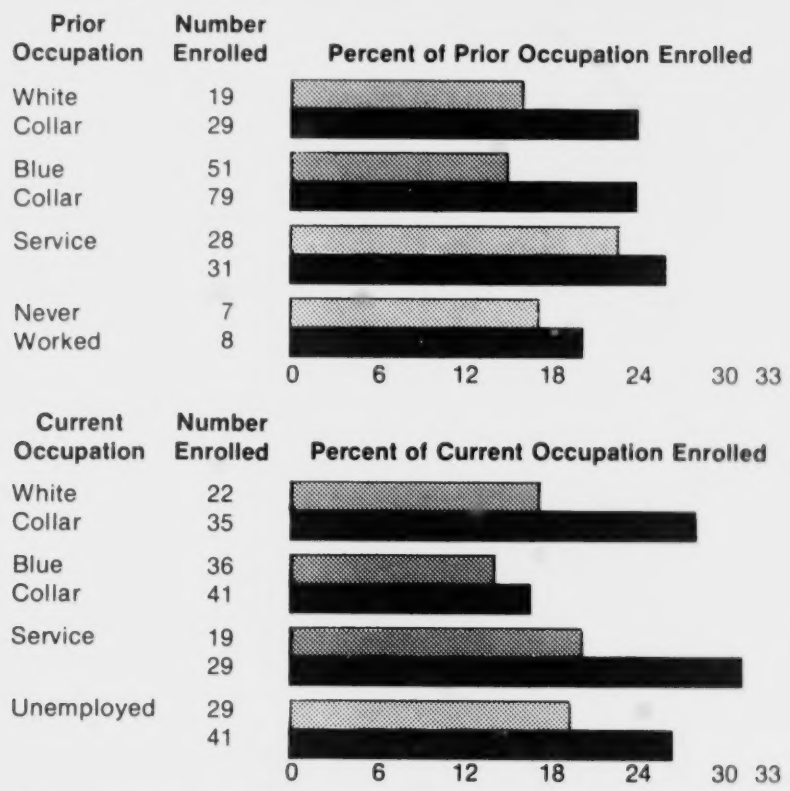
> The whole tendency of the colleges was to move on to work of a higher grade by dropping some subjects down into secondary school. Thus, in 1720, when Jonathan Edwards was in his senior year at Yale, his class studied Euclidean geometry. In 1743, President Clap refers to geometry as a study of the sophomore year. In 1825, the same subject was dropped to the third term of the freshman year. Thirty years later geometry had become a requirement for admission to Yale (Brubacher and Rudy, 1976, p. 12).

If the idea of advanced placement through examination or the awarding of academic credit for extrainstitutional learning is relatively new to the academic community, it may be that the transmittal of this information to the public has not been aggressively pursued. If the potential student must search for the information, are there any characteristics which point to the student who will do so? Figure 1 provides a contrast between the GED enrollees who reported enrollment in postsecondary program which awarded credit for extrainstitutional learning and the GED enrollees who reported enrollment in the more "traditional" postsecondary institutions.

The factors of age, gender, highest level of education attained prior to taking the GED Tests, prior occupation, and current occupation did not indicate any large variations within the groups. However, those who attained an eighth grade education or lower prior to taking the GED Tests had the lowest within group enrollment in nontra-

FIGURE 1. GED Examinees' Enrollments in Traditional vs. Nontraditional Postsecondary Institutions





NOTE: Percentages have been rounded off to the nearest whole number.

—Nontraditional postsecondary institution which awards academic credit for extrainstitutional learning.

—Traditional postsecondary institution which awards academic credit for classroom course completion only.

ditional programs. How did the enrollees compare to the GED examinees who did not enroll in any form of post-secondary training at all?

Age. The enrollment patterns of the respondents within age groups are shown in Figure 2. There were no statistically significant differences between the ages of persons who had enrolled in some form of post-secondary educational program and those who had not enrolled. The mean age for both groups was approximately 25.8 years at the time of the initial survey, and the standard deviation was approximately 9.8 years. Attendance at community or junior colleges was larger in the 15 to 19, 30 to 34, and 40 to 44 year old groups. Although not large, the enrollments for persons in their twenties was higher than for any of the other groups in four year colleges or universities. The one age group that provided an unexpected variation was the 35 to 39 year old group: This group showed relatively large enrollments in technical schools, apprenticeships and on-the-job training programs.

Occupations. Because these programs point to changes in job related rather than purely academic pursuit, the impact upon occupations needs to be examined. How were the examinees employed at the time of taking the GED Tests? Have there been any changes in the employment patterns? The occupation of the respondents at the time of the Spring 1982 survey is shown in Table 2.

TABLE 2. Occupational Classifications at time of the Follow-up Survey (Spring 1982)

Occupation Categories[1]	1982 Respondents	
White Collar		
Clerical	61	
Manager	21	
Proprietor	12	
Technical	18	
Professional	11	
Teacher	4	
TOTAL	127	20%
Blue Collar		
Crafts	36	
Operative	77	
Military	12	
Laborer	33	
Homemaker	102	
Farm	3	
TOTAL	263	41%
Service		
Service	87	
Protective Service	7	
TOTAL	94	15%
Unemployed	156[2]	24%
TOTAL	640	100%

[1] Refer to Appendix for description of occupation categories.
[2] The 1982 Survey had an option for "not currently employed."

The unemployed category of the 1982 survey cannot be compared to the "Never Worked" category of the 1980 survey because of differences in stating the questions about employment. Nationwide figures were not available for the number of examinees who were unemployed at the time of taking the GED Tests. However, the 1982 rate of 24% unemployed reported by GED examinees was more than twice the national average during March 1982 for persons with similar academic backgrounds.[1]

The enrollment patterns of the respondents by occupation at the time of taking the GED Tests are shown in Figure 3. Of the 41 respondents who had previously reported that they had never worked, five indicated participation in apprenticeship or on-the-job training programs. The training is being pursued by those who had not previously entered the job market.

In contrast to the never worked category of the initial survey, those in the unemployed category of the 1982 survey did not show a strong involvement in apprenticeship or on-the-job training programs, but did indicate larger enrollments in the other postsecondary programs. Figure 4 shows the enrollment patterns for the respondents by current occupations.

Four year colleges and universities had the lowest enrollment patterns of any of the postsecondary programs considered. Those who reported being currently unemployed had the largest number of within group enrollments for these institutions. Given the ages of the respondents and the course schedulings at four year colleges or universities, full-time employment may preclude participation in the programs. Another factor which should be considered in the evaluation of enrollments is the level of education attained prior to taking the GED Tests. Although the achievement of the diploma would provide the prerequisite for enrollment, an individual with fewer years in the classroom might be deterred from postsecondary enrollment.

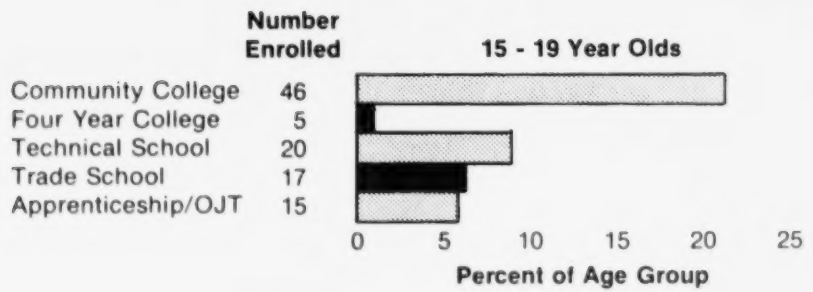
Highest Level of Education Attained Prior to Taking the GED Tests

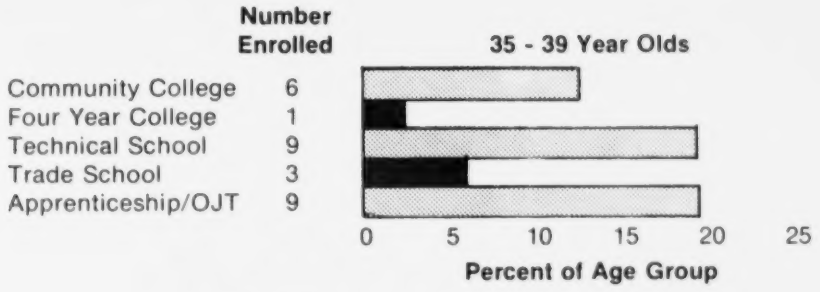
As shown in Figure 5, the respondents were grouped by the number of years of formal education achieved prior to taking the GED Tests. Grades seven and below were not included because fewer than 5% of the respondents were in this category. There were not corresponding increases in enrollments with increased numbers of years of formal education. The only group which indicated a more than 20% enrollment in any of the programs was comprised of those who completed twelfth grade and enrolled in technical school, but there were only 36 respondents in this group. Therefore, this percentage should be viewed with caution.

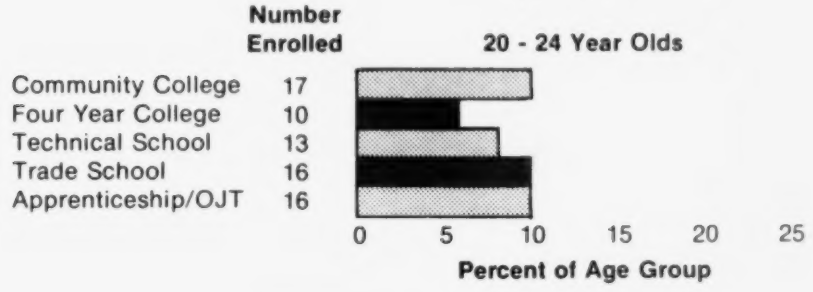
Gender. In contrast to the findings of Sharon (1972) where males accounted for two-thirds of the sample,

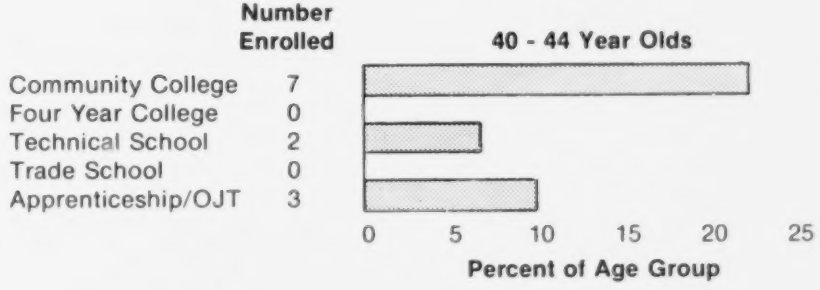
[1] Dearman, N. B. and Plisko, V. W. *The Condition of Education.* Washington, D.C.: National Center for Education Statistics, 1982.

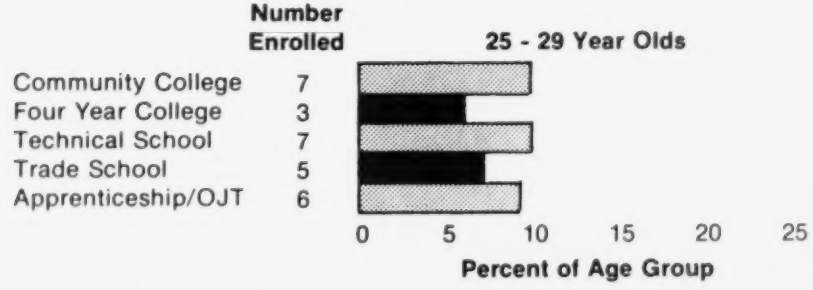
FIGURE 2. Enrollment Patterns Within Age Groups

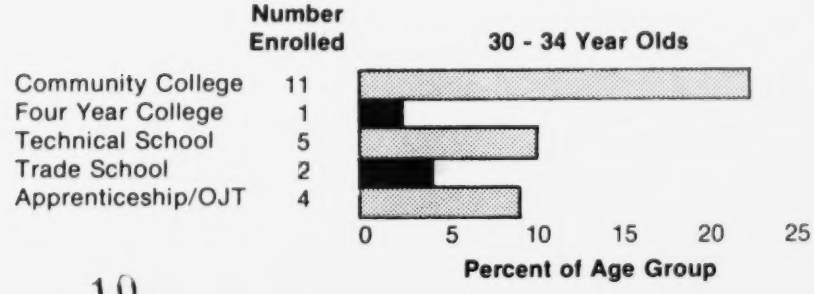












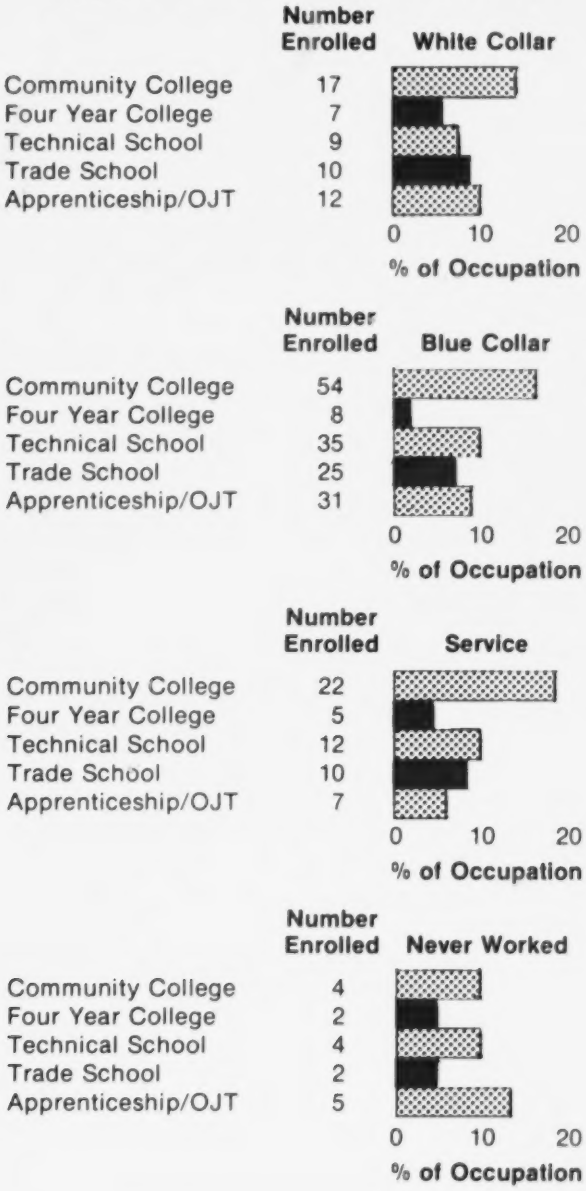
THE RESPONDENTS

Age Group	Number	% of Respondents
15 - 19	223	35
20 - 24	164	36
25 - 29	73	12
30 - 34	49	8
35 - 39	50	8
40 - 44	32	5

NOTE: Age groups with less than 30 respondents are not presented. Further details available upon written request.

females accounted for 57% of the respondents for this study. As shown in Figure 6, gender was not strongly related to enrollment patterns. Generally, men had higher percentages of enrollments with the exceptions of attendance at four year colleges or universities and technical school enrollment. Again the factor of daytime classes could serve as a deterrent to individuals with full-time employment. Bureau of Labor statistics for February of 1982 indicated that there were 366,000 wives who were not in the labor force because of going to school, but only 202,000 husbands who were not in the labor force because of going to school.[2] This could account for the larger female enrollment in four year colleges or universities.

FIGURE 3. Enrollment Patterns by Occupation Group at the Time of Taking the GED Tests



THE RESPONDENTS

Occupation Group	Number	% of Respondents
White Collar	121	19
Blue Collar	336	52
Service	122	19
Never Worked	41	6

Synopsis of the Postsecondary Enrollee. The GED examinee who actually enrolls in some form of postsecondary education is most often a young adult who selects a community college program or an individual approaching middle age who selects a career transition program, such as technical school or an apprenticeship program. This enrollee is generally not aware of the awarding of academic credit for extrainstitutional learning by the institution attended. Does the GED examinee who enrolls in a postsecondary program approve of the awarding of academic credit for extrainstitutional learning? Are there differences in opinions about postsecondary education between the GED examinees who have enrolled and those who have not enrolled?

Perceptions of Postsecondary Education

Former GED examinees were asked to respond to a series of positive, single concept statements dealing with postsecondary education and the GED program. Three of the statements focused upon the awarding of credit for other than classroom work; three of the statements discussed which individuals should attend postsecondary institutions; the value of formal education was the topic for four of the statements; availability of information about postsecondary education and admissions was discussed in three statments; and, selection of specific postsecondary programs was discussed in four statements. A composite of the percentages of all responses for all statements is shown in Table 3.

Overall, the GED examinees indicated agreement with the concepts of academic credit for extrainstitutional learning and the pursuit of formal postsecondary education by individuals with the ability. The respondents did not agree that everyone should go to college and strongly disagreed with the idea of classroom learning being preferable to practical experience.

One of the opinion statements had a very strong, positive response: "GED Testing Centers should provide candidates information about educational opportunities after high school." Only 20% of the respondents (split evenly between enrollees and nonenrollees) remembered such services being offered at the GED Testing Centers.

Responses of enrollees were contrasted to the opinions of the nonenrollees to determine if there were dif-

[2] Bureau of Statistics, *Employment and Earnings - March 1982.* Washington, D.C.: U.S. Department of Labor, 29, 24.

ferences in perceptions. Weights from one to five were assigned to the five point Likert scale responses which ranged from Strongly Agree to Strongly Disagree. Responses were assigned a weight of three for the category of "Neutral, Don't Know, or No Opinion" if left blank. Two statements brought a statistically significant variation in response at the .0025 level using the Student's distribution of *t*:

Everyone should go to college.

It is difficult to be admitted to a college or university.

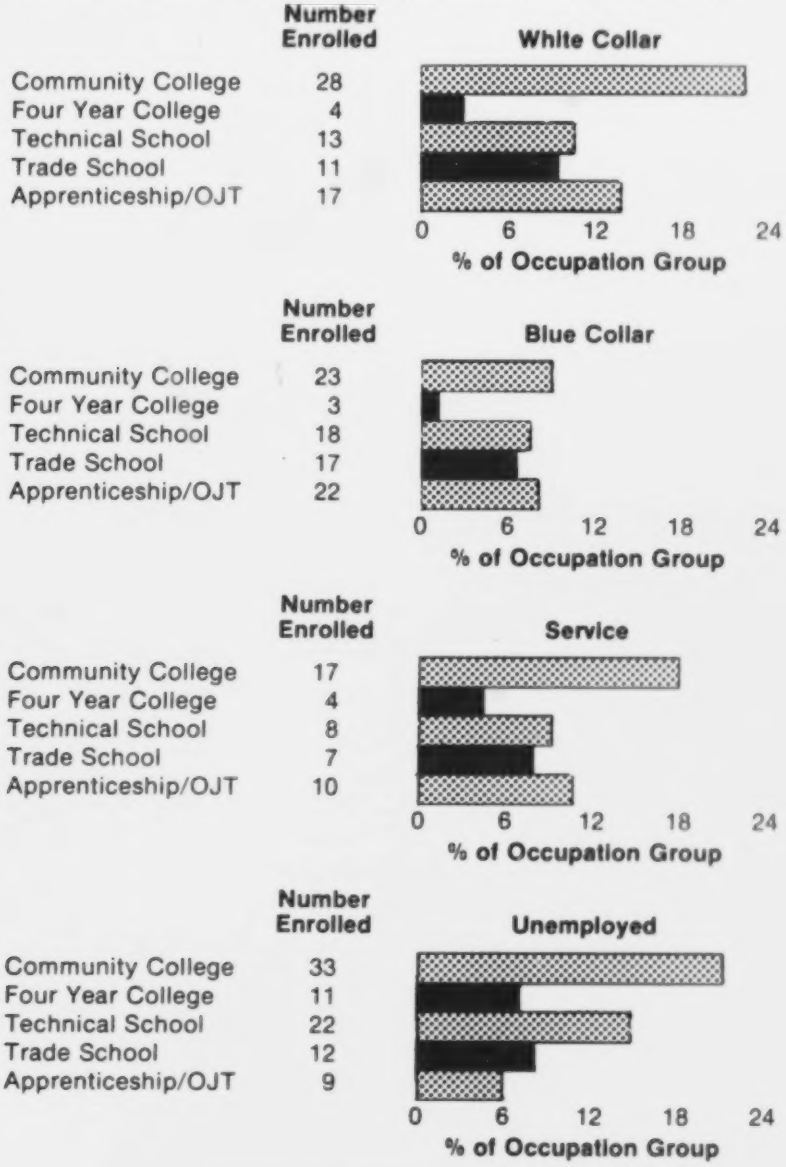
Nonenrollees did not agree with the first statement and agreed with the second statement. The message in this response may be, "It is difficult to be admitted to a college; not everyone is cut out for this type of education; it would not be sensible for me to apply, given the difficulties I would encounter." The enrollees by contrast have jumped the hurdles, and in spite of any previous negative experiences with the academic community, discovered that they are capable of handling postsecondary work.

Given this difference in attitude between those who have enrolled in a postsecondary program and those who have not, was there a difference in plans for postsecondary education at the time of taking the GED Tests? Are those who have enrolled also the individuals who planned to enroll? Do any of the postsecondary programs have a higher percentage of actual enrollments in relation to individual plans for attendance?

Plans for Postsecondary Education. As discussed earlier, nearly 30% of the examinees were taking the GED Tests in order to meet educational admission requirements (Malizio and Whitney, 1981). During the two years following that study, half of these examinees have actually enrolled in a postsecondary program. Respondents were asked which postsecondary institutions they planned to attend; and their personal choice of a postsecondary institution was accompanied by only 50% actually planning to attend the program selected.

The 50% relationship of plans to attend to personal choice of postsecondary programs, accompanied by the nonenrollee response to the opinion statements regarding postsecondary education, raises ques-

FIGURE 4. Enrollment Patterns by Current Occupation Group

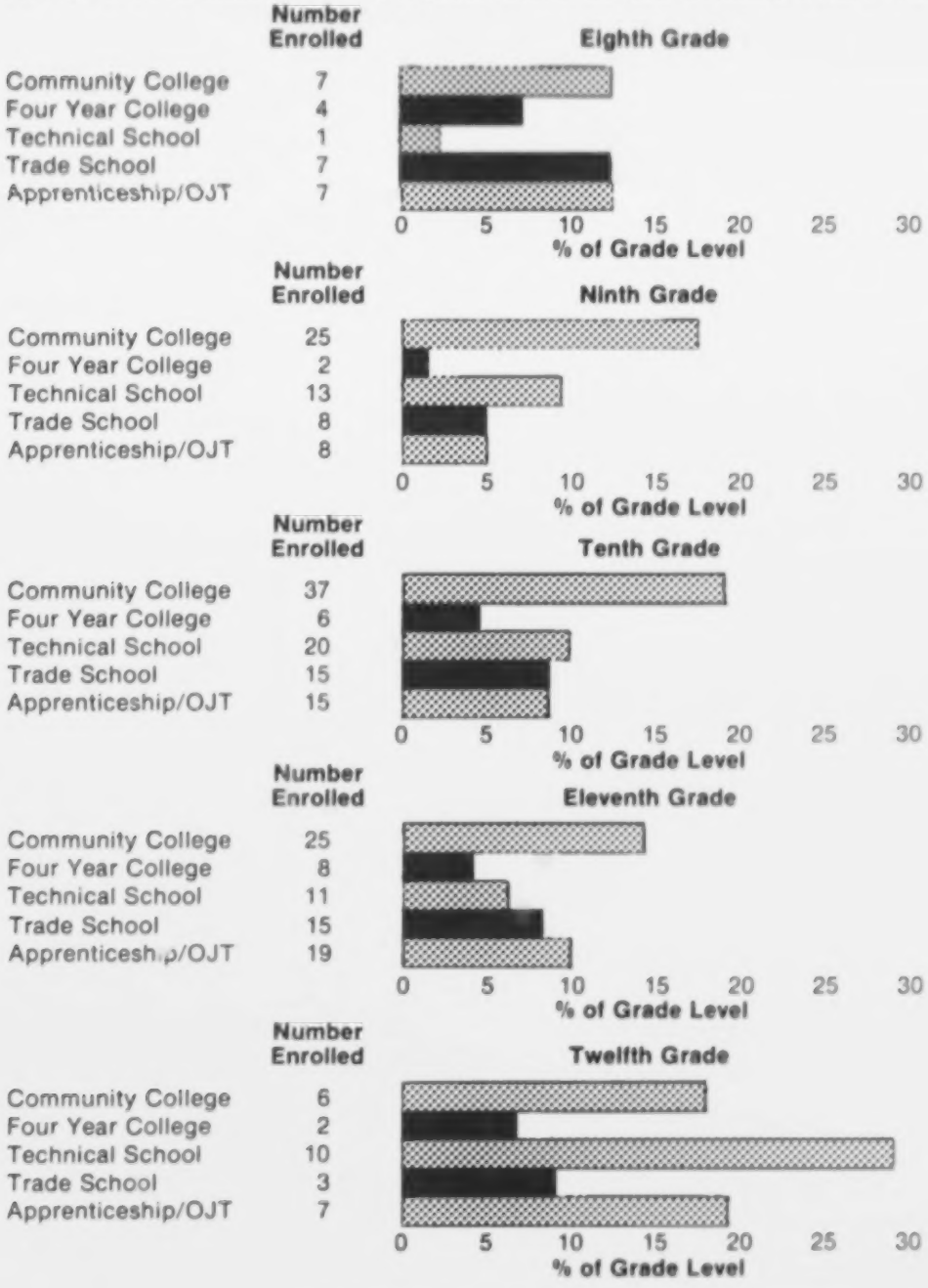


THE RESPONDENTS

Occupation Group	Number	% of Respondents
White Collar	127	20
Blue Collar	263	41
Service	94	15
Never Worked	156	24

NOTE: There were seven respondents for whom current occupation data was not available. All percentages have been rounded to the nearest whole number.

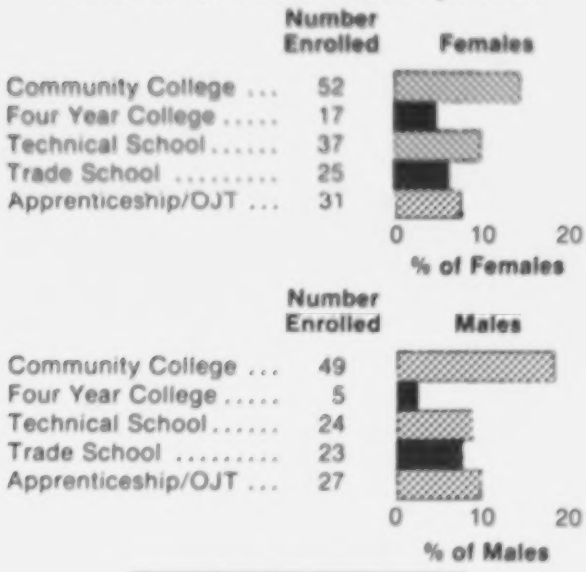
FIGURE 5. Enrollment Patterns by Highest Level of Education Attained Prior to Taking the GED Tests



THE RESPONDENTS

Highest Grade Attained Prior to Taking the GED	Number	% of Respondents
Eighth	59	9
Ninth	146	23
Tenth	199	31
Eleventh	181	28
Twelfth	36	6

FIGURE 6. Enrollment Patterns by Gender



THE RESPONDENTS

	Number	% of Respondents
Female	370	57
Male	276	43

NOTE: There was one respondent for whom gender data was not available. Percentages are rounded to the nearest whole number.

tions about the respondents' successful completion of the GED Tests. Successful completion of the GED Tests, defined here as either having achieved the diploma since May of 1980 or having had sufficiently high scores to do so, could impact qualifications for postsecondary education and hence, attitudes toward postsecondary education. Did the nonenrollees successfully complete the GED?

Diploma Achievement

Failure to achieve the diploma was reported by 103 examinees. Postsecondary enrollment was reported by 57% of these individuals, with enrollments as follow: community or junior college, 11%; four year college or university, 2%; technical school, 5%; trade school, 11%; and apprenticeship or training, 15%. The "fail" category was the only category that had higher enrollments in programs which award academic credit for extrainstitutional learning than in programs that did not. Although there was a reported higher enrollment for the entire group, the percentages for specific postsecondary programs were much lower than for the other groups.

An examination of current occupations for the "fail" category revealed that 29% of this group was unemployed. Failing to pass also had an impact upon attitudes toward the GED experience. Subjects were asked, "Suppose you could go back to the time before you decided to take the GED Tests and START ALL OVER AGAIN; in view of what you know today would you take them?" The subjects who had failed had only 73% who responded "Certainly Would" in contrast to the 89% of those who had passed who had given the same response.

The attitudes of the nonenrollees can not, then, be attributed to failure to successfully pass the GED and hence lack qualifications for postsecondary enrollment. Perceptions of postsecondary admissions as being difficult and postsecondary education as being only for specific individuals are deterrents to participation or enrollments in postsecondary programs.

Based upon examinee responses to this survey, if there are 800,000 individuals who take the GED Tests within the next year, it can be anticipated that 350,000 of them will be participating in a postsecondary education or training program during the next two years. That still means that 450,000 persons may not be given the extra push needed to explore new arenas and consequently contribute more positively to the community. Where does the responsibility lie for providing the extra incentive?

Recommendations

Responses to this survey have indicated that GED examinees have been pleased with their testing experience; they like the idea of the awarding of academic credit for extrainstitutional learning. By virtue of having successfully passed the GED Tests, a large number of the examinees have shown that learning can occur outside of the classroom. Yet, enrollments have been in postsecondary programs which do not award credit for extrainstitutional learning according to the enrollees' reports. The Cangialosi (1981) study shows that institutions offer the academic credit in a multitude of ways in recognition of extrainstitutional learning. There is a serious communication gap that exists between postsecondary programs and the population of GED examinees.

This lack of communication coupled with a self reported unemployment rate that is more than twice the national average for persons with similar academic backgrounds points to a need to examine skills associated with information seeking. Why does this group have such a high unemployment rate? Why has this group not learned about academic credit for extrainstitutional learning?

The incongruity of the examinees' perceptions in relation to the reports of postsecondary programs could point to a need to repeat a modified form of this survey at the local level to ascertain postsecondary educational interests and awareness of program availability. If funding methods are in question, it may be desirable to repeat the study at the state level to determine area for potential modification of current postsecondary promotional programs and/or expansion of GED Testing facilities for the purpose of incorporating postsecondary

TABLE 3. Composite Response to Opinion Statements
(Stated in Percentages[1])

II. The following is a list of statements about different forms of education. Your opinions are important and will make a difference in the counseling of future GED examinees. Each statement is followed by five possible answers:

SA - Strongly Agree
A - Agree
DK/N - (includes: Don't Know, Neutral, or No Opinion)
D - Disagree
SD - Strongly Disagree

Please read each statement and circle **ONE** *response to indicate* **YOUR** opinion. For example:

a. Going to school and working is difficult. SA (A) DK/N SD

THERE ARE NO RIGHT OR WRONG ANSERS!	**SA**	**A**	**DK/N**	**D**	**SD**
a. College credit should be awarded for life experience	22	41	25	11	2
b. The best college level education for me is at a four year college	6	25	39	27	2
c. Only people whose high school grades were "C" or better should go to college	7	20	15	41	18
d. Learning through practical experience is better than learning in a classroom	15	27	27	26	4
e. Everyone should go to college	8	14	24	44	10
f. GED Testing Centers should provide candidates information about educational opportunities after high school	38	53	7	1	1
g. It is difficult to be admitted to a college or university	8	27	40	20	5
h. A person can always learn something new in a class	34	57	6	3	1
i. College classes are for persons interested only in learning academic rather than practical skills	4	15	19	49	14
j. A high school education, or its equivalent, meets the needs of most people	10	39	17	28	7
k. Technical or trade school classes are for persons interested in learning practical rather than academic skills	7	44	22	22	4
l. College credit should be awarded for on-the-job training	16	55	20	8	1
m. A community college provides the best of all educational opportunities after high school	4	23	47	24	2
n. People who have the academic ability should go to college	16	53	23	8	1
o. It is easy for adults who have not completed a traditional high school program to find information about educational opportunities	8	39	21	26	7
p. College credit should be given only for successful completion of courses taken in a college classroom	7	26	20	40	7
q. Learning acquired in a classroom is better than learning through practical experience	2	11	23	49	14

[1] Percentages may not total 100 due to rounding and are based on 647 examinee responses.

educational counseling. The key to any further study should be finding the areas where information is needed and finding a means to provide that information.

GED Testing Centers should be able to either provide, or refer the student for appropriate postsecondary counseling. These examinees are a new consumer population for the postsecondary community, and should be viewed not on the basis of prior academic performance but rather on academic potential. Postsecondary institutions are examining ways to reach potential students, particularly since the number of traditional college-age persons is declining. The GED graduate and the postsecondary community would gain if each were more aware of the opportunities that the other could provide.

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APPENDIX

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The General Educational Development Testing Service

OF THE AMERICAN COUNCIL ON EDUCATION ONE DUPONT CIRCLE WASHINGTON, D.C. 20036

EDUCATION AFTER THE GED TESTS

DIRECTIONS: PLEASE MARK AN (X) IN THE SPACE PROVIDED NEXT TO YOUR ANSWER FOR EACH QUESTION. THE NUMBERS IN THE MARGINS ARE FOR KEY PUNCH PURPOSES ONLY.

1. Have you earned a high school equivalency diploma or certificate? (**MARK ONLY ONE**)

( ) a. Yes, by completing the GED Tests during April or May, 1980.
( ) b. Yes, by completing the GED Tests after May of 1980.
( ) c. No, I have not taken all five of the GED Tests.
( ) d. No, I have taken all five of the GED Tests, but I have not yet earned high enough scores to get an equivalency diploma or certificate.
09 ( ) e. No, I have taken all five GED Tests and have earned high scores to get an equivalency diploma, but I have not applied for one.
( ) f. Other? Please explain: _____

2. What is your current PRIMARY job? (**MARK ONLY ONE**)

( ) a. Clerical (such as bank teller, typist, secretary, ticket agent, mail carrier).
( ) b. Crafts (such as baker, painter, plumber, automobile mechanic, telephone installer, carpenter).
( ) c. Farmer or farm manager.
( ) d. Homemaker.
( ) e. Laborer (such as construction worker, car washer, sanitary worker, farm laborer).
( ) f. Manager (such as sales manager, officer manager, school administrator, buyer, government official).
( ) g. Military (such as career officer or enlisted man or woman in the armed forces).
10 ( ) h. Operative (such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver).
( ) i. Proprietor or owner (such as owner of small business, contractor, restaurant owner).
( ) j. Protective service (such as detective, guard, or fire fighter).
( ) k. Service (such as barber, beautician, practical nurse, teacher's aide, private household worker, janitor, waitress, waiter).
( ) l. Technical (such as drafting, medical or dental technician, computer operator or programmer).
( ) m. Professional (such as accountant, actor, actress, artist, athlete, engineer, librarian, registered nurse, social worker).
( ) n. School Teacher (such as, preschool, or elementary).
( ) o. Not currently employed.

3. Did you receive any information at the GED Testing Center about educational
11 opportunities after high school? ( ) YES ( ) NO ( ) DON'T REMEMBER

4. Are you CURRENTLY a student? (**MARK ONLY ONE**)

( ) a. YES, full-time student.
( ) b. YES, part-time student.
12 ( ) c. NO, but I was a student at some time between May 1980 and today.
( ) d. NO, I have not participated in any educational or training programs since May 1980. (GO TO QUESTION 8)

The GED Testing Service operates under the policy direction of the Commission on Educational Credit, formerly the Commission on Accreditation of Service Experiences, of the American Council on Education

5. Please describe the type of educational institutions or programs you have attended since May 1980. (**MARK AS MANY AS APPLY**)

13 ( ) a. Community or junior college
14 ( ) b. Four-year college or university
15 ( ) c. Technical school
16 ( ) d. Trade school
17 ( ) e. Apprenticeship or on-the-job training program
18 ( ) f. Other, please explain: _____

6. Does the school or program in which you have enrolled award credit for:

	YES	NO	NOT SURE	
19	( )	( )	( )	a. Life experience? (knowledge and skills learned throughout life)
20	( )	( )	( )	b. On-the-job training?
21	( )	( )	( )	c. Courses taken and/or occupational proficiency demonstrated while in the military service?
22	( )	( )	( )	d. Credit is awarded **only** for successful course completion
23	( )	( )	( )	e. Other, please explain: _____

7. Since May 1980, indicate the number of college (A) courses and (B) credits that you have been awarded for:

	(A) NUMBER OF COURSES	(B) NUMBER OF CREDITS
a. Life experience	24 _____	25 _____
b. On-the-job training	27 _____	28 _____
c. Courses taken /proficiency demonstrated while in the military	30 _____	31 _____
d. Courses completed in the classroom	33 _____	34 _____
e. Other, please explain: _____	36 _____	37 _____

8. Since taking the GED Tests in April or May 1980, have you been accepted for admission to any of the following educational institutions or job training programs? (**MARK AS MANY AS APPLY**)

39 ( ) a. YES, at a community or junior college
40 ( ) b. YES, at a four-year college or university
41 ( ) c. YES, at an apprenticeship or on-the-job training program
42 ( ) d. YES, at a trade school
43 ( ) e. YES, at a technical school
44 ( ) f. YES, at a _____
46 ( ) g. NO, I have NOT applied for admission to any educational or training program.

9. Describe the type of educational institution(s) or program(s) which you plan to attend in the future. (Including your current activities; **MARK AS MANY AS APPLY**)

49 ( ) a. Community or junior college
50 ( ) b. Four-year college or university
51 ( ) c. Technical school
52 ( ) d. Trade school
53 ( ) e. Apprenticeship or on-the-job training program
54 ( ) f. Other, please explain: _____
55 ( ) g. NONE, I am not planning to attend an educational institution or participate in any apprenticeship or job training programs in the future.

10. Suppose you could go back to the time just before you decided to take the GED Tests and START OVER AGAIN; in view of what you know today, would you take them? (**MARK ONLY ONE**)

( ) a. CERTAINLY WOULD take the GED Tests
( ) b. PROBABLY WOULD take the GED Tests
( ) c. CHANCES ABOUT EVEN for and against taking the GED Tests
56 ( ) d. PROBABLY WOULD NOT take the GED Tests
( ) e. CERTAINLY WOULD NOT take the GED Tests

11. The following is a list of statements about different forms of education. Your opinions are important and will make a difference in the counseling of future GED examinees. Each statement is followed by five possible answers:

SA - Strongly Agree
A - Agree
DK/N - (includes: Don't Know, Neutral, or No Opinion)
D - Disagree
SD - Strongly Disagree

Please read each statement and circle **ONE** response to indicate **YOUR** opinion. For example:

a. Going to school and working is difficult. SA (A) DK/N D SD

THERE ARE NO RIGHT OR WRONG ANSWERS!

a.	College credit should be awarded for life experience.	SA	A	DK/N	D	SD	60
b.	The best college level education for me is at a four year college.	SA	A	DK/N	D	SD	61
c.	Only people whose high school grades were "C" or better should go to college.	SA	A	DK/N	D	SD	62
d.	Learning through practical experience is better than learning in a classroom.	SA	A	DK/N	D	SD	63
e.	Everyone should go to college.	SA	A	DK/N	D	SD	64
f.	GED Testing Centers should provide candidates information about educational opportunities after high school.	SA	A	DK/N	D	SD	65
g.	It is difficult to be admitted to a college or university.	SA	A	DK/N	D	SD	66
h.	A person can always learn something new in a class.	SA	A	DK/N	D	SD	67
i.	**College classes** are for persons interested only in learning **academic** rather than **practical** skills.	SA	A	DK/N	D	SD	68
j.	A high school education, or its equivalent, meets the needs of most people.	SA	A	DK/N	D	SD	69
k.	**Technical** or **trade school classes** are for persons interested in learning **practical** rather than **academic** skills.	SA	A	DK/N	D	SD	70
l.	College credit should be awarded for on-the-job training.	SA	A	DK/N	D	SD	71
m.	A community college provides the best of all educational opportunities after high school.	SA	A	DK/N	D	SD	72
n.	People who have the academic ability should go to college.	SA	A	DK/N	D	SD	73
o.	It is easy for adults who have not completed a traditional high school program to find information about educational opportunities.	SA	A	DK/N	D	SD	74
p.	College credit should be given **only** for successful completion of courses taken in a college classroom.	SA	A	DK/N	D	SD	75
q.	Learning acquired in a classroom is better than learning through practical experience.	SA	A	DK/N	D	SD	76

PLEASE CONTINUE ON TO THE NEXT PAGE

12. Which type of educational institution do you think would provide **you** with the best education? **(MARK ONLY ONE)**

77
( ) a. Community or junior college
( ) b. Four-year college or university
( ) c. Apprenticeship or on-the-job training program
( ) d. Trade school
( ) e. Technical school
( ) f. Other, please explain: _____

Please explain: _____

_____

_____

PLEASE SHARE ANY OPINIONS OR COMMENTS THAT YOU HAVE REGARDING THE GED TESTS AND/OR THE IMPACT THAT TAKING THE GED TESTS HAS HAD ON YOUR LIFE:

_____

_____

_____

_____

_____

_____

_____

78 _____

* *

Thank you for taking the time to participate in this survey. Your comments and opinions will be helpful in meeting the needs of others who take the GED Tests. Please mail your completed survey in the enclosed return envelope. No postage is necessary. If you would like a summary of the results of this study, write to: FOLLOW UP SURVEY (1982), The General Educational Development Testing Service of the American Council on Education, One Dupont Circle, Washington, D.C. 20036.

The GED Testing Service may wish to contact you during the next twelve months in another follow-up survey. If you wish to participate in such a study, please make any necessary correction to your mailing address. If you **do not wish to participate** in future studies, please **remove your mailing label** from the survey.

GED Testing Service Research Studies #5

Elizabeth L. Behal

YOUR VIEWS ARE IMPORTANT! After you read and examine this publication, please forward your comments to the author. For your convenience, this response form is provided.

PLEASE RESPOND so that *your* views can be considered as we plan future publications. Simply complete the form, fold, seal and mail it back to us. We want to hear from you!

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____ Completely
____ More than half
____ Less than half
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Does this publication fulfill its purpose as stated in the preface or introduction?

____ Completely
____ Partly
____ Not at all

Did you find the content to be stated clearly and accurately?

____ Always yes
____ In general, yes
____ In general, no
____ Always no
____ Other _____

_____

Were the contents presented in a convenient format?

____ Very easy to use
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____ Other _____

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Which section is most valuable?

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Did you find any areas of the publication difficult to understand?

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____ Yes, Which ones?

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_____
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Additional comments. (Attach a sheet if you wish.)

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_____
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Elizabeth L. Behal
901 Barry Drive
Kerrville, TX 78028

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CURRENT GED TESTING SERVICE PUBLICATIONS

(See order information below)

**After the GED Test: Employment and training activities of GED examinees.* (GEDTS Research Studies, No. 4, 1982) Reports on the activities of a national sample of GED examinees during the eighteen months after taking the GED Tests. Survey results are provided for comparing expectations prior to testing with actual experiences. (11 pages; $3.50)

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How useful are the Official Practice GED Tests and the General Educational Performance Index for predicting performance on the GED Tests? by W. J. Musgrove. GED Research Brief, No. 3, March 1981.

The success of high school diploma and GED equivalency students in vocational programs at Lake City Community College, Florida by R. C. Wilson and others. GED Research Brief, No. 4, April, 1981.

What do the GED Tests measure? Washington, D.C.: American Council on Education, 1982. Intended for teachers and those involved in preparing or evaluating instructional materials; the most extensive and complete description of the current GED Tests' contents, skills, and format. Illustrative items are included for each section of the tests. (67 pages; Available from Contemporary Books, Inc., 180 North Michigan Avenue, Chicago, IL 60601.)

Official GED Practice Tests and *Teachers' Manuals.* Washington, D.C.: American Council on Education, 1979 & 1980. Half-length tests, comparable in content, difficulty, and format to the GED Tests—with score conversion tables needed to ensure predictive accuracy. Manuals and answer sheets (both self-scoring and teacher-scorable). All materials are available in English (U.S. and Canadian editions), Spanish, and audiocassette versions. (Available from Cambridge, the adult education company, 888 Seventh Avenue, New York, N.Y. 10106.)

Marked (*) items are available prepaid at the prices shown; single copies of other publications will be provided free of charge as long as supplies last.

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